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ABSTRACT

This annotated bibliography lists 92 entries of selected educational materials published in Pakistan during the period April through June 1978. Pakistani journals, newspapers, and government publications provide the source of the materials. They are organized into 20 categories: administration, organization and financing of education; agricultural education; curriculum; educational goals; educational planning; educational reforms; elementary and secondary education; examinations; higher education; language teaching; libraries; medical education; philosophy of education; students' problems; teacher education; teachers; teaching methods and media; women's education; general; and literature for children. An index to authors of the materials concludes the document. (DB)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS
IN PAKISTAN

U.S. DEPARTMENT OF HEALTH,
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EDUCATION

Vol. 12 No. 2, 1978

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AURANGZEB, Ta'aleem Aur Ta'aleemi Idaray (Education and Educational Institutions) --- Mashriq (Lahore) April 14, 1978 (U).

The Government claims that it is doing everything possible for the promotion of education. To justify this claim, it publishes statistics showing the expenditure spent on education. This may be true, but the results seem to be poor. At the opening of every new academic session, parents have to run about for the admission of their wards. Wherever they go, they find the seats filled up. The capacity of the existing institutions is insufficient to accommodate all the students seeking admission. Every class with a strength of 150 or 200 students is accommodated in one small room. The teacher knows only a few students by the names. In the circumstances, the situation in general and the standard of teaching in particular, can be better imagined than described.

It was thought that after the nationalization of educational institutions, many ills would disappear. The teachers are not satisfied and the students and their parents are not happy. People have lost confidence in education and educational institutions. Many attempts were made in the past to reorientate education, but lack of planning rendered them fruitless.

2. HUSSAIN, S. Anwar. Private Schools --- Morning News (Karachi) June 10, 1978.

Fervent appeals are being made by the authorities concerned to the private sector to come forward and shoulder the responsibilities with the public sector in the field of education. The contribution of the private sector to the cause of education since inception of Pakistan has been significant. But, unfortunately, the nationalization of the institutions without compensation came as a rude shock to one and all. A good number of entrepreneurs in this field had heavy commitments in the field. There is little justification for denying compensation to the owners of educational institutions when other nationalized industries were compensated by the Government. The following measures are suggested for creating confidence in the private sector:-

- 1) Compensation should be announced in principle to be followed by a formula for payment;

- ii) The title to immovable property should be restored to the previous owners with immediate effect and rent thereof fixed until these institutions are shifted to another premises; and
- iii) A firm policy should be laid down in respect of the facilities Government would provide to the entrepreneurs who intend to establish new schools.

3. IQBAL, Ameen A. Private Schools --- Morning News (Karachi) April 30, 1978.

The state of affairs in most of the private schools is pitiable. The previous Government nationalized all educational institutions at one sweep. Some schools nevertheless managed to escape nationalization. Before long, the nationalized schools earned bad name and thus indirectly raised the prestige of the non-nationalized schools. The top bosses of such institutions threw all the ethics of profession to the winds.

The motive at present is sheer profit even at the cost of the teacher and the taught. Running a school on commercial lines does not mean that the welfare of the teaching staff should be ignored. The difficulties experienced by the teacher and the taught of private schools, including those run under Trust, are alarming. Leave rules are more honoured in breach than in observance. The pay scales of qualified and trained teachers in these institutions are nowhere near the remuneration the teacher of a Government school. /of

4. MEKHRI, G.M. Private Schools --- Morning News (Karachi) April 17, 1978.

It is heartening to note that the Sind Government has agreed to the opening of private schools. The wholesale nationalization of schools has proved to be a big drain on the exchequer of the nation. Further, the already low standards of education have registered a new low, as most of the teachers, now posing as gazetted officers of the Government, refuse to work. Much botheration will, therefore, be saved, along with the expenses, if all nationalized schools are returned to their previous owners.

Competition among the various schools will itself make the teachers teach. In all democratic countries, the Governments do not interfere with the actual working of the system of education. They only lay down the general policy on education and leave the rest to individual initiative. In USA, there is, on an average, one professor to every 20 students, in the State-managed universities, and in the privately-managed universities, there

is one professor to every four students. In some of the most advanced educational institutions, there can be so many as four professors to every one research student.

5. MEKHRI, G.M. Private Schools --- Morning News (Karachi) May 4, 1978.

Things had reached such scandalous proportions that nationalization brought a sigh of relief. But the relief was short-lived. From the very moment the schools were nationalized, many "Gazetted Officer teachers" have stopped teaching. If any principal of school or college takes disciplinary notice of the indifference, an organized hue and cry goes up against him.

In former days, there was vigorous competition among many schools, at least in Karachi, for high percentage of success in examination results. All this has ended. With the wholesale take-over of all private schools, we have obviously chewed much more than what we could swallow. Now we are ready to allow private schools to work. Nobody would deny the fact that the old malpractices may rise again. But we should first make up our minds about certain issues.

Those who establish educational schools and colleges are not Sir Syed Ahmad Khan, to work with selflessness and dedication. To them such institutions are business propositions in which they invest time, labor, and money. A fair return for their troubles will have to be frankly conceded to them. Then in meticulous, regular, periodic, and also surprise inspection of libraries, laboratories, sports facilities, and payment of salaries to the teachers, the educational authorities should take with them the representatives of the parents and responsible members of the public. Schools and colleges should be rewarded for excellent examination results of their students, and useless schools should be weeded out. The remedy for malpractices is more vigilance and not wholesale nationalization, involving colossal sums of money and a host of "gazetted officers".

6. NASRULLAH, Nusrat. Admission Problems --- Morning News (Karachi) May 12, 1978.

Admission to educational institutions has become a perennial problem. It is symptomatic of the chaos in our educational system. Ironically enough, all hullabaloo will soon subside only to reappear the next spring.

On the planning side much is happening. More schools and more teachers are being planned. The education department has asked

for larger budgetary allocations for the coming fiscal year. While denationalization of educational institutions has been ruled out in principle, the Government has permitted the opening of more new schools.

More than 50 applications for the opening of new schools in Karachi are at present pending with the authorities concerned. According to official estimates, about 200 schools are needed annually in Sind to meet the normal increase in enrolment. Slightly more than 40 per cent of these are required in Karachi.

7. NIAZI, Yasin. Angrezi Medium School (English Medium Schools) --- Nawal Waqt (Rawalpindi) April 16, 1978 (U).

The syllabi both in Urdu and English medium schools are more or less the same. The difference is that of the medium of instruction. The only difference between the English medium schools and the Urdu medium schools is that in the former the rate of tuition fee is higher than in the latter. The teachers of English medium schools engage themselves in private tuition. Students are compelled to engage private tutors. Those who do, get preferential treatment from the teachers.

Another defect of the English medium school is that the teachers of such schools expect special facilities from the parents of the students. The obvious remedy is to close down the English medium schools and open more Urdu medium schools.

If this cannot be done for certain reasons, strict vigilance should be kept on the management of English medium schools. They should not be allowed to charge exorbitant tuition fee from the students.

8. SHAHAB, Rafiullah. University Results --- Pakistan Times (Rawalpindi) May 31, 1978.

George Washington said that where one person is enough to do a piece of work, two will do it badly, and three or more will make a mess of it. The prescribed workload for different categories of college teachers was 28 periods per week. When this regulation was strictly followed, the results were better than what they are today. Majority of college teachers have only 12 teaching periods in a week. The nation would not have grudged this extra expenditure if this disregard of the regulations had produced better results. Thus George Washington's saying quoted above has proved to be true. If we insist on ignoring the rules and regulations even after such terrible results, only miracle can save the future of the younger generation.

AGRICULTURAL EDUCATION

9. ABID, M. Sami Khan. Agricultural Graduates: Importance and Utilization --- The Varsities (Karachi) Vol. III (2): 5-6 March-April, 1978.

Agricultural education is of paramount importance in a country where 75 per cent of the population directly depends for its living on agriculture. Agricultural development, in its turn, depends upon improved seeds, fertilizers, effective plant protection measures, and mechanization. All these require technical personnel, that is, the graduates of agriculture. Under the changing situation leading to modern productive agriculture, new knowledge has to be acquired through agricultural education and research and extension work.

The writer discusses the importance and utilization of agricultural graduates under the headings: 1) reasonable ratio; 2) traditional knowledge; 3) present situation; 4) field of employment; and 5) utilization in agriculture.

CURRICULUM

10. RABBANI, Qazi Ghulam. Intehani Nataij Aur Ta'aleemi Inhetat (Examination Results and Educational Deterioration) --- Nawai Waqt (Rawalpindi) April 10, 1978 (U).

One of the many reasons for the deterioration in education is the preparation of syllabus in total disregard of the mental capacity of our children. Educationists, who are commissioned to do the job, just copy the syllabus of other countries. They do not bother to think how far such syllabus is workable under our educational environment. Various departments of the ministry of education are making research on different subjects. Some are making on examination; some are working on child psychology; some are engaged in the preparation of syllabus, and some others are preparing plans for raising the standard of education.

What is interesting to note is that people working in these departments never visit educational institutions and do not bother to know the problems of these institutions. Here are a few suggestions about the syllabus:

1. The Government should make education free and accessible to every citizen.
- 2) The syllabus should be in accord with national aspirations and requirements.
- 3) Arrangements for the teaching of the Holy Quran should be made in every institution.

4. Separate syllabi should be prescribed for male and female students. 5) Separate university should be established for female students. 6. Special emphasis should be laid on physical training in the syllabus.

EDUCATION GOALS

11. MALICK, Qayyum. A Fruitful Approach to Education --- The Varsities (Karachi) Vol. III(2): 14-15 March-April, 1978.

We are suffering grievous national loss on account of our miserably low standard of education. We should, therefore, take urgent steps to improve the standard of education. There is no need to scrap the existing educational structure as demanded by some of our teachers, educationists, and thinkers. What we need is a new approach to education and adoption of intelligent measures for the attainment of the goals we have in view.

The writer first defines what we wish to produce through our educational efforts and then suggests new measures that may be adopted to attain the desired educational goals. He hopes that these measures, if adopted, would produce fruitful results.

12. OSMUND, B. Reorganization of Education --- Morning News (Karachi) April 3, 1978.

Perfection in education cannot be achieved in this world. Yet, it is necessary to strive for it. A perfect person is one who has been educated perfectly. In the colleges and universities the students seem to be more interested in administration than education. They also resort to violence for their so-called demands, which seem to be innumerable. Time and again the authorities are obliged to crack down on wildcat strikes of college students.

If our system of education is supposed to turn out useful and responsible citizens, we cannot explain the prevalent indiscipline in our colleges and universities. Complete reorganization and rethinking are necessary in the field of education to help our people become patriotic, responsible, and disciplined citizens.

EDUCATION PLANNING

13. TARIQ, Altaf. Nai Ta'aleemi Policy Aur Qaumi Taqazay (New Educational Policy and National Imperatives) --- Mashriq (Lahore) June 17, 1978 (U).

Educational policies prepared in the past failed because they

lacked ideological realities and clouded our national consciousness. So long as our educational policy does not reflect the imperatives of modern age, the situation will not improve. Now that a new educational policy is in the offing, some suggestions are made below:

In order to build the character of our students it is necessary to inform them of the Islamic teachings and the achievements of our heroes. This should be done from the primary to the higher secondary levels. 2. Worth and importance of the Pakistan movement and the events leading to the establishment of Pakistan should be brought to the knowledge of our students. 3. Coordination of educationists and teachers on the provincial level must be established and, if necessary, they should be transferred from one province to another. 4. Training schools for in-service teachers should be started at district level. 5. Guide-books for teachers should be provided in time.

EDUCATION REFORMS

14. ABDUR RAOOF, Raja. Nizam-e-Ta'aleem Ko Behtar Bananay Ka Mas'ala (Problem of Making the System of Education Better) --- Mashriq (Lahore) May 19, 1978 (U).

Following are some of the suggestions in connection with the new education policy:

1. All existing classifications of the educational heirachy should be abolished.
2. There should be four educational stages: a) Primary education - from class one to class eight. b) Secondary education - from class nine to class twelve. c) Higher education - from class thirteen to class fourteen. d) University education - M.A., M.Sc., etc.
3. The minimum qualification of every teacher must be B.A. or B.Sc. with training in education.
4. There should be some sort of continuity and homogeneity from primary education to college education. If a school teacher does M.A. or M.Sc., he should be transferred to a college.
5. F.A. and F.Sc. classes should form part of high school.
6. An academy should be established for the vocational training of all teachers. The minimum period of training should be one year.

7. A college teacher must have at least five years' experience of school teaching.
8. There should be a regular calendar of curricular and extra-curricular activities for all students in schools and colleges.

15. AHMAD, Mohiyuddin. Ta'aleemi Islah (Educational Reform) --- Nawai Waqt (Rawalpindi) May 16, 1978 (U).

The objective of the Government is, of course, to Islamize the department of education, but the permission to establish educational institutions in the private sector without the express condition that the medium of instruction will be Urdu and Urdu alone is rather unfortunate. In all the schools that are being established in the private sector, English has been adopted as the medium of instruction. In other words, we are patronizing English values to the utter neglect of Islamic values.

It is also a fact that English medium schools are earning huge profits by charging high rates of tuition fee. These so-called English medium schools have created a sense of despondency and frustration among the parents whose meager income does not allow to send their wards to such schools. It is high time the Government took firm steps to curb such malpractices. The Government should see to it that the new schools that are being established in the private sector adopt Urdu as the medium of instruction.

16. ATA, M. Educational Imperatives --- Pakistan Times (Rawalpindi) May 8, 1978.

Here are a few suggestions for raising the poor percentage of literacy in the country and improving the standard of education:

1. Let us discard English as the medium of instruction in our colleges, and professions, and allow a national language to take shape, so as to create a wider understanding of, and interest in, the national language.
2. All original work and research should be conducted in our own national language.
3. We should create honorary voluntary faculties in all universities and colleges, especially in professional colleges and schools.
4. All university students should be required to teach farmers and workers for a minimum period of one month during summer vacations. They may either help in increasing adult literacy or imparting vocational knowledge.
5. A closer direct link between technical associations and cultural societies in Pakistan and similar bodies set up by Pakistanis living abroad should be actively encouraged. As an example, Pakistan Medical Association should work in close liaison with the association of Pakistani

physicians abroad. Likewise, the Institute of Engineering should have working contact with Pakistani engineers abroad.

17. FERNANDES, Kenneth. Revitalising Our Education --- Morning News (Karachi): May 17, 1978.

Schools, especially private schools are for the elite. Education is meant for accomplishing economic ends. It builds up a stockpile of knowledge in the form of curriculum which if amassed thoughtlessly and communicated improperly perverts the learning capacity and destroys creativity. We are now passing through somewhat similar conditions. We should realize that our country is passing through the same stage.

We do not need more schools, nor should we nationalize or denationalize the existing ones. We should rather revitalize our educational system. We need a system that would open up wider vistas of education for younger generations. Private schools are for most people "institutional props" yet they are major instruments of social mobility, although at disproportionate cost in terms of true learning, true creativity and true democracy.

18. KHAN, Raziuddin. English Medium School (English Medium School) --- Nawai Waqt (Rawalpindi) May 20, 1978 (U).

It was directed that throughout the Punjab Urdu will be the medium of instruction even in English medium schools from the academic year of 1973. Soon after this, the institutions concerned started the arrangements to implement this directive, but the Federal Ministry of Education got the change .. over postponed on the plea that it would be brought about simultaneously throughout the country. It is high time this important question affecting hundreds and thousands of children should be announced as soon as possible.

There should be no misunderstanding about the medium of instruction in our schools. The decision about the medium of instruction, if it already has been taken, must be enforced at once. The parents should be explicitly told that they should not insist on English to continue as the medium of instruction. A uniform policy applying to all schools, whether English or Urdu, should be announced by the Government in clear terms. It is already too late. Further delay in implementing the decision will only make the matters worse.

19. MALICK, Qayyum. Purposeful Education --- Morning News (Karachi) April 13, 1978.

Here is a summary of what new measures should be adopted and

what old measures should be discarded to attain the desired educational goals.

1. It should be determined what subjects and how much of each should be taught at each age level in school.
2. For better education at higher levels, the base should be strengthened at the primary school stage.
3. Education up to matriculation should be of general nature. The stage for specialization and for a stiff doze of a subject is at the college and university levels.
4. School students should be taught something of everything that an intelligent grown-up man should know. In addition to science, maths., history, geography, etc., all students should be introduced to economics, political science, philosophy, psychology, sociology, biology, and medicine.
5. Small, easy-to-comprehend booklets should be got ready for the teaching of each of these subjects. The existing school textbooks for science, maths., social studies, etc., should be considerably reduced in volume.
6. The choice between science and non-science subjects at class IX level should not be left to the students.
7. Practicals in general science should be given more importance in schools. It is sad that only a few schools in our country have this facility to offer.
8. Every student at the matriculation level should have a fair command of the national language and a functional knowledge of English, Arabic, Persian, and our regional languages.
9. The practice of teaching all subjects through the medium of English at school level must be given up.
10. Success in examinations at lower levels should rest on genuine effort and not on generous tips by teachers.

20. MANSOORI, Mujahid. Past Meyar-e-Ta'aleem (Low Standard of Education)
--- Nawai Waqt (Rawalpindi) April 7, 1978 (U).

Innumerable commissions were set up to report on the subject of education, and innumerable recommendations were made by them. But hardly any recommendation was ever implemented with due seriousness. The avenue of education was, of course, widened, but we failed to achieve the aim of education. We still have to live with

the same old dearth of schools particularly in rural areas; the glaring differences between the standards of education in various institutions, the endemic shortage of qualified teachers, the difficulties of admission right from the nursery to the university levels, the plague of resorting to unfair means in the examination halls, and the monopoly of affluent classes on standard educational institutions in the country. All these problems have lowered the standard of education as well as of teaching.

What is now needed is to pay more attention to primary vocational education. We should also raise quite an army of highly qualified teachers not only for colleges and universities, but for primary schools.

No child should be admitted to school on the strength of recommendations. Only merit should be the criterion. Extensive planning should be started to establish nurseries for children in rural areas. Urdu should be given its rightful place in the entire system of education. The present system of examinations should be revolutionized. More training colleges should be established for teachers.

21. QURESHI, Abdul Wahid, Qaumi Zaban Ka Mas'ala (The Problem of National Language) --- Nawai Waqt (Rawalpindi) April 18, 1978 (U).

It is unfortunate that the language of our common man is Urdu, while the language current in Government offices is English. This fact has driven a wedge between the people and the Government. The added misfortune is the fact that people belonging to the middle and affluent classes prefer to send their children to schools where the medium of instruction is English. To make the matters worse, English has been made the compulsory subject in our syllabus.

Competitive examinations are held in English. Unless an examinee is strong enough in English, he cannot hope to compete on equal terms with others in any examination. So, Urdu should be declared the medium of instruction in every institution, and all competitive examinations should be held in Urdu.

22. RIZVI, Wajahat H. Educational Imperatives --- Pakistan Times (Rawalpindi) May 20, 1978.

The system of "compulsories" is not going to harm our growing children, it rather helps their proper mental growth. During the British rule, a student was detained if he failed in two subjects. If he failed in one subject only, securing 33 per cent aggregate marks, he was promoted to the next class at the discretion of his

headmaster or principal. It is good that a student is detained in the lower class rather than at a later stage.

What the parents should do regularly is to check their children's work and progress in class throughout the year and give them necessary guidance. This practice will be of immense help to the children. To insist to allow a child grace marks in the final examination will prove harmful to the students in the long run.

ELEMENTARY AND SECONDARY EDUCATION

23. DAR, Anjum Wasim. English Medium Schools --- Pakistan Times (Rawalpindi) May 22, 1978.

It is said that English-medium schools charge high fees. Some Urdu-medium schools do the same. But parents prefer to send their children to English-medium schools, because they maintain higher standards of teaching.

In Urdu-medium private schools, education is on a limited scale in the primary section. Throughout a session, self-selected courses are crammed into the minds of young children. Knowing in advance what questions have to be answered, the students secure good marks, and the school authorities proudly present a high percentage and excellent results. With this method of learning a student develops a habit of copying from guide-books without understanding the text. His mental capabilities do not develop.

Given the variety of K.G. and primary schools with different methods of teaching and different books, it is very difficult for children to adjust themselves to new conditions when their parents are transferred from one city to another. Often, the family lives in deliberate separation, with the mother sacrificing matrimonial happiness for the sake of her children's education. It may perhaps be worthwhile to have more English-medium schools regardless of the fees they charge.

24. KHURSHID, Abdus Salam. Ibtidai Ta'aleem (Primary Education) --- Mashriq (Lahore) April 28, 1978 (U).

There is a glaring class difference between the facilities provided in various primary schools. There are schools where the medium of instruction is Urdu, and English starts from class VI. Again, there are schools where the medium of instruction is English, which starts from Nursery class. Education is free where the medium of instruction is Urdu. But exorbitant tuition fee is charged where the medium of instruction is English. It means there are two systems of education one for the poor and the other for the rich.

There is a proposal that English should no more remain a compulsory subject in matric. If it so happens, that English would be abolished as a compulsory subject from Class I to Class X in Urdu medium schools. This would further accentuate the distinction between the Urdu medium and the English medium schools. Barring a few exceptions, English is the medium of instruction in every department of the universities. The students who are strong in English will naturally outclass the students who are weak in this language.

25. SHARIF, Mohammad. Ba Maqsad Primary Ta'aleem (Purposeful Primary Education) --- Mashriq (Lahore) April 1, 1978 (U).

Our system of education presents two problems: 1) the method of teaching, and 2) the subjects to be taught. In this connection the following questions arise: Do our children feel delighted when they step into the school premises the first day and do the teachers treat their pupils as a father would treat his sons? Do the children feel like staying for four or five hours in the school?

The general feeling is that our children take their school as a prison house. They do not feel at liberty to play or to gossip. This state of affair needs to be reformed. Caning in the school should be stopped forthwith. In order to create interest among the children, they must be given suitable material to play with.

The number of textbooks should be reduced. The curriculum for children should be classified as under: a) books concerning physical exercise and science, b) games and music, c) mental exercise, d) vocational training, e) elementary principles of mathematics. During the second phase, the syllabus for primary education must contain: 1) outdoor education, 2) history books, 3) folklore, 4) general science, 5) drawing and modelling, 6) health and hygiene, and 7) basic training in religion.

EXAMINATIONS

26. QURESHI, Mustafa. Semester Sistem - Ek Mofid Zarya-e-Ta'aleem (Semester System - a Useful Medium of Instruction) --- Mashriq (Lahore) April 20, 1978 (U).

Before the introduction of the semester system in the universities, resort to a host of unfair means was rampant in examinations. The pass percentage was low, and the standard of education was fast declining. The semester now serves to keep the students engaged throughout the year. But it has its own difficulties. The

teachers who had been working for years under the old system were ill prepared for this change.

The students, on the other hand, like this system. If it fails, education in this country will be doomed. Education can be reformed only through this system.

27. KHALIQ, Abdul. Semester Sistem Ki Nakami (Failure of Semester System) --- Nawai Waqt (Rawalpindi) April 9, 1978 (U).

Semester system needs to be abolished forthwith. It has failed to work properly. We should take this opportunity to revolutionize the whole educational system and to make it Islamic. After the failure of the semester system, its supporters have already started admitting that the old and traditional comprehensive system of examination was better, more suitable, and less expensive than the new one. Doubts are being expressed even in America about the utility of the semester system, and certain noted educationists there have begun emphasizing the advisability of reviving the old system of examination. In one of its reports the Public Service Commission has supported the old system of examination, saying that the students who passed through the old system of examination have proved better than those who passed under the semester system. It is, therefore, high time immediate steps are taken to do away with the semester system. The old system must be revived without further delay.

28. MALICK, Qayyum. Need to Replace Our Examination System --- Morning News (Karachi) April 4, 1978.

The existing system of examination in our country has little worth or value as a test of the educational attainments of students. In fact, it is a grave hindrance in the way of educational development. We should have an examination system in which there is no placing of students in first, second, or third divisions on the basis of aggregate marks.

We should determine the divisions according to the marks obtained in each individual subject, such as, first, second, or third division in science; first, second, or third division in maths, and so on. If a student scores more marks than others, say, in science in the matriculation examination, he should be ranked first class first in the subject and awarded a scholarship, even though he has poor knowledge of and has obtained low marks in other subjects. We should set such question papers in the examinations as require filling in of blank spaces.

We must suitably reform the examination system and put an end to the senseless practice of rote memorization, to clandestine cheating, and to acts of violence in the examination halls. The

desired reforms in the examination system will not, however, be possible without intelligent reforms in the system of education itself.

29. MARIUM, Ibn. Ta'aleem Mein Ehsas-e-Zimmedari (Sense of Responsibility in Education) --- Nawai Waqt (Rawalpindi) May 9, 1978 (U).

The root of all evils in the department of education is the present system of examinations. The examiners do not hold the post permanently. The system of objective testing should be introduced as is being done in many European countries.

Objective testing has assumed an important role in modern days. It may be argued that objective testing may be good at the secondary stage. This is partially true. But as a whole, this system has proved its utility. The present system of testing can be improved in the following way: Generally, five questions are set to be answered in three hours. Three questions should be set in stead of five, and three examiners should be assigned the work of valuation. Each examiner should examine one answer. All the three should sit in one room.

Each university should set up a separate department of objective tests by experts of various subjects. If the answers are tested by means of computers, the task would be quickly completed. No student would complain of injustice.

30. MUGHAL, Mohammad. Imtehanaat Mein Nakami Kay Asbabb (The Reasons of Failures in Examination) --- Nawai Waqt (Rawalpindi) April 18, 1978 (U).

The main reason for the poor results of the intermediate examinations is: that the teachers do not take interest in their students. They just come to the college, put in an appearance in the classes, give a lecture, and go away. They never bother to revise the lessons and hold a test.

Statistics of results show that only 20 per cent intermediate students get through the examinations. The reason is obvious. The teachers do not bother whether a student is regular or irregular. Quite a large number of students stay away from the classes throughout the year, and no action is taken against them. This slackness on the part of teachers has contributed much to the lowering of the standard of teaching and education.

The growing number of failures in our colleges every year shows that neither the students nor the teachers are discharging their duties seriously and honestly. Students are cheating their parents, and the teachers in turn are cheating the students.

This state of affairs has strengthened the demand for the introduction of the semester system in colleges. As the semester system has helped raise the standard of education in the universities, it is justifiably hoped to mend matters in the colleges as well.

31. QURESHI, Mutiur Rahman. Maujooda Imtehani Nizam (Present System of Examination)—Mashriq (Lahore) May 18, 1978 (U).

With a view to streamlining the system of education, the number of textbooks at primary and secondary stages should be reduced. The number of subjects to be prescribed should be three for Primary classes, four for Middle classes and five for Higher classes. Just as it is necessary to make the national language the medium of instruction in schools, so also it is a must to declare the national language the language of examinations. Unless a student has proficiency in the national language, he cannot express himself in answer books.

Only orientalists should be appointed to teach Urdu in secondary schools. The appointment of examiners should be made on the basis of their professional experience and knowledge of subjects. The present practice of appointing examiners on the strength of recommendations should immediately cease.

We habitually welcome every scheme imported from the West, the educational schemes or plans that have utterly failed in Europe and have been discarded by the educationists there. Semester system for example, is not workable in our social set up. We have adopted it simply because it was once in vogue in Europe.

32. RIZVI, Nasir. Talaba Mein Naql Ka Rujhaan Kiun? (Why Tendency among Students to Copy?) --- Imroz (Lahore) May 10, 1978 (U).

asked

The following questions are being/in different quarters: 1) Why the tendency of copying in examinations is growing among the students? 2) Why the students so readily go in for unfair means? 3) How far the invigilators in the examination halls are responsible for the spread of this wil? These are some of the questions that are agitating the minds of both the parents and the teachers.

The present system of examination is the root cause of all these evils. One of the reasons is overcrowding in examination halls where teachers find themselves simply incapable of controlling the situation. Some of the invigilators deliberately allow the students to copy from the books. They do so because they are paid for this.

33. SADAF, Naila. Semester Sistem (Semester System) --- Mashriq (Lahore) May 27, 1978 (U).

In the old system, examination papers were a blind-man's buff for the students. In the semester system, the student has a fairly definite idea of the questions likely to be asked in the examination. But the pity is that even under the new system they resort to cheating. In the semester system, the students have to attend the classes regularly. In case their attendance is low, they are not allowed to sit in the examination.

Under the old system, the students used to copy the answers from the books and get through. In the semester system, on the other hand, they are required to appear in the examinations every month,

What is bad in the semester system is the fact that the fate of a student lies at the mercy of his teacher. If he keeps the teacher happy, he has nothing to worry about.

34. SHAHEEN. The Semester System --- Pakistan Times (Rawalpindi) April 28, 1978.

There are many pitfalls in the semester system: 1) It demands greater time and expenditure which is beyond the means of an average family in our country. 2) Books required under the semester system are not available in libraries. 3) The advocates of this system claim that the teachers and students pay greater attention to their studies. In fact it is otherwise. If this system has to be retained at all, the following evils inherent in it will have to be removed: 1) Every university or college must be in possession of necessary books on all subjects in numbers commensurate with the demand. 2) Every teacher should be fair and honest. 3) Every teacher should be punctual and regular in taking his classes. 4) Every teacher should master the rules and regulations of this system. 5) Every teacher should deliver exhaustive lectures on every topic included in all semesters. 6) All poor students must be given scholarships sufficient to cover the expenses of this system. 7) The teachers should be under commitment to finish their courses in time. 8) All assignments should be promptly returned to the students after marking. 9) If any student misses any test because of unavoidable circumstances, he should be permitted to appear again. 10) A high level committee should be organized to go round the colleges and universities to test the work of the students and the efficiency of the teachers.

35. ZAHEDI, Jamil. Examination System --- Pakistan Times (Rawalpindi) May 12, 1978.

We have in our country the students who groping blindly for

shortcuts, cheating, guessing, and bribing. There are teachers frustrated with their lives, unhappy with their jobs, full of ill-humour, and running after private tuitions to supplement their meager salaries.

Then we have the booksellers reaping fat profits from their 'get-throughs', 'pass-throughs', 'made-simples', and 'keys'.

Our examination system can be changed, the educational edifice renovated, attitudes refurbished and a cleaner society created if there is confidence enough to plan and initiative enough to go with the general consensus for change.

From the people who owe their power and prestige to the present system, such a radical change can hardly be expected. Cheating in examination halls has become rampant. What is needed now is to bring about a revolutionary change in the whole examination system.

HIGHER EDUCATION

36. ALI, Ahmed. Continuity and Change in Higher Education --- The Varsities (Karachi) Vol. III (2): 7-13 March-April, 1978.

We have a system of education evolved over a century ago by the colonial rulers for their own requirements. The existing system of education in Pakistan does not fulfil our needs and has to be scrapped. So, let us first get down to putting education on its proper keel, and reinstate knowledge and learning on their seats that have been usurped by economic and utilitarian needs. The function of education is to cultivate intellect, to harness human reason, to think and teach others to think, perceive, inquire, and apply the fruits of thought and search to the happiness and good of others.

In order to achieve the objectives for which Pakistan was created, dar-ul-ulooms and mosque-based madrassahs should be restored with necessary changes.

37. ASGHAR, Nadeem. Post-Graduate Education --- Pakistan Times (Rawalpindi) June 17, 1978.

Our present system of education, especially at post-graduate level, does not conform to the needs and imperatives of a developing country like ours. We cannot treat education merely as a luxury. At present, our educational institutions are producing an army of semi-educated persons. They are imparting education merely to enable the recipients to start their career as sophisticated

clerks. Our education planners should pay serious attention to this aspect of our educational system. The present two-year or four-semester degree is not sufficient to equip a student with the minimum necessary know-how of the job.

The present system of education at post-graduate level, therefore, should be abolished and replaced with a six-semester M.A. Course (research and applied) in all subjects except languages and literature. The courses should include one year's compulsory research work. Further, a diploma course spread over two semesters should be started for those who wish to study a subject without specialization. Such a policy will be of immense help in utilizing the potential of our youth and in bringing down the per capita cost of education.

38. Islamia University, Bahawalpur. --- The Varsities (Karachi) Vol. III (2): 17-18 March-April, 1978.

The Islamia University, Bahawalpur, was established under the Islamia University of Bahawalpur Act, 1975. The University started functioning in the small premises of former Jamia Islamia after the promulgation of the Ordinance.

The University aims at providing broad-based education in liberal Arts and Sciences. During the year 1976-77, the University started ten post-graduate courses and 370 students have been admitted. Thirty teachers are already working and another thirty are expected to be recruited soon. The Chancellor's Committee is the highest authority at the campus.

39. KHURSHID, Abdus Salam. Ta'aleem Aur Mansoobabadi (Higher Education and Planning) --- Mashriq (Lahore) April 7, 1978 (U).

There is no novelty in the decision taken by the Government that all children should be given primary education, but for higher education only those students should be selected who are meritorious and honest. The same opinion was expressed by a number of educationists in the past, but nobody heeded it. As a result, the number of universities multiplied and nothing was done to improve the standard of education and teaching. As the resources for employment were limited, the number of unemployed educated began rising.

Meticulous planning in higher education is a must. The number of graduates must not be allowed to exceed the number of vacancies to be filled. Only those students should be admitted to higher classes whose record has been consistently good. Secondly, if the

number of graduates in certain subjects has exceeded the requirements, the teaching of such subjects should be stopped for some time.

Discipline in educational institutions has almost disappeared. Both the students and the teachers are engaged in active politics. Ad hoc appointment of lecturers should be immediately stopped. Thanks to the introduction of the semester system, most of the teachers are trying to become popular among their students, by giving the good grade right and left.

40. LARIK, Nur Mohammad. Statistics in Universities --- The Varsities (Karachi) Vol. III(2): 16-16 March-April, 1978.

The use of statistics is briefly explained. The teaching of statistics needs much improvement. At present, the teaching of statistics in universities is based on the assumption that graduates with good theoretical background can readily learn this art, while on the job. But on-the-job training for unprepared statisticians can be very expensive. Teaching of applied statistics within the university may be more difficult than teaching theory. But with some care and a little expense it can be provided.

The writer presents a number of proposals about the teaching of statistics in universities.

41. TIRMIZI, S.M.A. Some Problems of Our University Education --- The Varsities (Karachi) Vol. III(3): 16-21. May-June, 1978.

Basically, the universities are the centers of education, training, and research. Higher education in the present conditions has to assume a new role besides the normal activity of teaching and research. Universities have to launch an effective program of Extension services and of developing healthy relationship with various sectors of society. The various problems before the country are mentioned in some detail. To solve these problems, the universities should review their courses, the methods of teaching, the facilities for research, and organization.

The prerequisites for the performance of these functions are discussed under the headings: 1) manpower planning; 2) university-government relationship; 3) bottlenecks and obstacles; 4) science and technology; 5) physical resources; 6) campus facilities; 7) students; 8) teachers; 9) job dissatisfaction; 10) administration; 11) supporting staff; and 12) principles.

LANGUAGES, TEACHING OF

42. AWAN, Farooq Ali. Qaumi Zaban Ko Uska Asl Maqaam Dain (Give Due Place to the National Language) --- Imroz (Lahore) April 12, 1978 (U).

The decision of the Government that the students of matric class need not compulsorily pass English as a subject in the examination has been widely greeted. The demand is growing that English should be replaced by our national language in higher classes. English may be adopted as an optional subject. The situation at the moment is that most of the subjects are being taught in this foreign language. It is unfortunate, indeed, that even after thirty years of independence we are hugging English as dearly as ever. It is the official language of our country as well as the medium of instruction in educational institutions. All competitive examinations are held in English. The whole situation needs to be completely revolutionized in the best interests of our nation.

43. AZIZ, Abdul. Status of Urdu --- Pakistan Times (Rawalpindi) June 13, 1978.

Senior citizens must have watched with regret the attitude of the public and the educationists toward Urdu over the last thirty years. It is often forgotten that except for a few so-called English medium schools, all institutions, including those belonging to the Government, were Urdu-medium schools right up to the middle standard, and English did not start till the 4th standard even during the days of the British Raj. In the Punjab, and in fact all over India, there were excellent books in Urdu on all subjects including science. Even non-Muslim teachers were well-versed in Urdu.

But when we became masters of our own house, there developed a mad scramble for English-medium schools. Our rulers and the civil service attached special importance to English. But most of present-day administrators were educated in Urdu-medium schools. The truth is that we are not sincere to Urdu. Our next generation is fast becoming a stranger to our national language. This is the state of affairs that needs to be corrected immediately.

44. SHARIF (Miss) Shamim Akhtar. The Dictionary Use in the Teaching of English as a Second Language --- The Varsities (Karachi) Vol. III (2): 27-30 March-April, 1978.

In the past two decades the educationists in Pakistan have been striving hard to improve the constantly deteriorating standard of English teaching. In spite of frequent changes in the courses,

the situation is as deplorable as ever. The college teachers feel frustrated when they see the students committing blunders while writing English. The main reason for this state of affairs, according to the writer, is that class-work alone is not sufficient for the learning of a language. It must be supplemented with self-effort and independent work outside the class-room. In this connection the use of dictionary is important in learning the meaning and usage of words as well as spellings, pronunciation, and grammar.

The writer has given his findings of a survey conducted about the use of dictionary by the students.

45. SIDDIQI, Mohammad Shamsuddin, English-Medium Schools --- Pakistan Times (Rawalpindi) June 29, 1978.

It is heartening to hear that the Boards of Intermediate and Secondary Education in the Punjab have decided not to hold any English-medium examinations after 1980. This welcome decision should be emulated by all other Boards, and the English-medium schools all over the country should be switched over to Urdu-medium.

English is certainly the key to modern knowledge, and we should learn it if we want to have access to the entire body of modern knowledge and technology. But learning English is different from learning everything through the medium of English. Thanks to excessive importance that English enjoys in our country, the students who pass out of the English-medium schools have little love or respect to spare for the ideology of Pakistan. It is heartening to know that after 1980, there would be no English-medium examinations at the secondary level. As a corollary to this, there would be no English-medium examinations at the intermediate level after 1982.

LIBRARIES

46. SIDDIQI, Misbahul Haq. Librarian Ki Ta'aleem Mein Ahmiyat (Importance of Libraries in Education) --- Mashriq (Lahore) April 8, 1978 (U).

In order to raise the standard of education and to create interest for reading in students, nothing is more effective than a library in every high school. Such libraries should be well equipped with books on general knowledge and other important subjects. The books should be displayed in an attractive way. This will

help them to derive maximum benefit when they are admitted to colleges. It is unfortunate that, barring a few colleges, there exist no library in any such institution.

It is high time every college should compulsorily have a well-equipped library. Library Science graduates should be appointed in every library to run it efficiently. It is also a matter of great regret that where there are libraries, their maintenance is deplorable. The requisite staff is there, but no member of the staff is satisfied with the working conditions. Everyone who is qualified in library science should be better paid and better working condition should be provided to him.

MEDICAL EDUCATION

47. MEKHRI, G.M. Medical Education --- Morning News (Karachi) June 11, 1978.

The curriculum for secondary schools looks like the curriculum of theological seminaries. English, the language in which the students have to prosecute their studies in all scientific and technical subjects, has been relegated to an unimportant position. Unless one knows a language well, one cannot be expected to grasp the full meaning and implications of advanced textbooks. Thus, the fault lies not upon the students, but upon our thoughtless planners of education. Education is a subject upon which every politician love to waxeloquently.

PHILOSOPHY OF EDUCATION

48. RAHMAN, K. Importance of Liberal Education --- The Varsities (Karachi) Vol. III(3): 8-9. May-June, 1978 (U).

The subjects taught in the art faculties of our universities, with a few obvious exceptions, relate to liberal education. The concept of liberal education was also a part of Muslim educational thought and concept. For the last thirty years, however, there appears to have been progressive deterioration in the standard and quality of liberal education as imparted in our universities. There are several reasons for this. Some of these are briefly pointed out by the writer.

The business of education, even university education, has grown so mechanical that one often feels that we have forgotten what liberal education means and why it matters so much. The writer attempts at making an enquiry into the nature of liberal

education and its use in the context of present-day civilization.

49. SAAD, Ismail. Educational Objective: A critical Evaluation of the System of Education --- The Varsities (Karachi) Vol. III (3): May-June, 1978.

We are living in the age of science. In whatever sense we take science, we cannot help feeling that we can do nothing without science, and that it has become part and parcel of civilized living. However, the entire emphasis on scientific method seems to be confined to methods, means, instrumentalization, and techniques of doing things. It has nothing to do with the use and purpose. This imbalance between means and ends is visible in all departments of human life, but most of all in education.

During the past fifty years there have been impressive developments and progress in the field of education. But all of these relate to the methodological aspect of education. The irony, however, is that all this progress seems to have been at the expense of the goals of education. The present crisis of aims and values in education is discussed at length.

STUDENTS' PROBLEMS

50. KHURSHID, Abdus Salam. Universities Aur Kallijon Mein Tashaddud Ka Rujhan (Tendency of Violence in Universities and Colleges) --- Mashriq (Lahore), June 16, 1978 (U).

It is unfortunate that on one pretext or another the students resort to violence in all universities from Karachi to Peshawar and Quetta. This has markedly affected the standard of learning and teaching. Nobody knows when the new educational reforms will be introduced. The sooner they are, the better.

Unfortunately the final decision has yet to be taken about the unions of students. These unions have not only violated the sanctity of the campus, but have also created bad blood among students themselves. In this respect the following steps are suggested: 1) Effective enforcement of a clear-cut educational policy. 2) Definition of the powers of the parties of students in the campus. 3) Effective check of outside interference. 4) Provision of suitable safeguards for the administration and the teachers of the universities and colleges. 5) Introduction of punitive action for the violation of law and discipline. 6) Immediate attention towards lawful complaints of students.

TEACHER EDUCATION

51. BOKHARI, Maqsood. Reactions to Introduction of B.Ed. Three-Year Program --- The Varsities (Karachi) Vol. III (3): 22-24, May-June, 1978.

Since vocational subjects have been introduced at secondary school level in Pakistan, the training of teachers in these disciplines is an immediate necessity. In this connection the scheme of studies for Bachelor of Education Program provides for training vocational teachers through an integrated program of training which is longer in duration as compared to one year B.Ed. program. The success of any program depends to a large extent on how the people for whom the program is meant react to it. Before launching this program it was considered desirable to conduct a survey of the prospective student population likely to seek admission to the three year B.Ed. course.

The details of the survey are described under the headings: 1) survey; 2) methodology; 3) findings; 4) conclusions; and 5) recommendations.

52. KHOKHAR, Emmanuel. B.Ed. Classes --- Pakistan Times (Rawalpindi) April 19, 1978.

There is urgent need for introducing B.Ed. classes for girls in Bahawalpur. There is only one training college exclusively for girls in Lahore. It cannot meet the needs of the entire province. Moreover, a vast majority of parents cannot afford to send their young daughters to Lahore for financial and other reasons. The Government is trying to remove illiteracy from the country. This would naturally increase the demand for trained graduates, specially women.

Last year, the local Directorate of Education had to appoint untrained female teachers for want of trained ones. Two years back, a fact-finding committee on this subject visited Bahawalpur. On popular demand and under advice from the local education authorities, it recommended the introduction of one section of B.Ed. classes in the local Government Degree College for Women. No practical steps, however, have since been taken, and many girls are sitting after graduation. The Punjab Education Department should therefore, introduce B.Ed. classes at the local Government College for Women as early as possible.

TEACHERS

53. AGHA, Karamullah H. and ARAIN, Abdul Sattar. The Art of Teaching --- The Varsities (Karachi) Vol. III (3): 14-15. May-June, 1978.

The teacher has a very peculiar job. It is easy and simple in some ways, and in others it is difficult. There is a great deal to be done outside teaching hours. Some of it is routine, like preparing for examinations, valuing papers, and interviewing pupils. A part of it consists of academic research and preparation. There are three rewards for a teacher; first is leisure, which is often misused. The teacher's second reward is that his work offers him an opportunity for a continued exercise of his mind. The third reward is closely linked with the second. It brings him the satisfaction of doing something creative and useful.

The subject is discussed in some detail under the headings:

1) moulding the mind; 2) essentials of good teaching; 3) qualities of a good teacher; 4) qualifications of a good teacher; and 5) three stages of teaching.

54. ALI, Kitty. Private Tuition by Teachers --- Morning News (Karachi) April, 29, 1978.

We have a very strange system of giving private tuitions in most schools, especially English medium schools. The teachers directly or indirectly compel their students to take private tuitions. They suggest that they can give tuitions after school hours for a nominal sum. They claim that only the class teacher can know the real difficulties of the student. The fact that the student is weak and needs tuition amounts to the confession that the teacher is incompetent. The higher school authorities seem to be conveniently unaware of this practice. The teachers should know that their profession is not the royal road to gold mine. It is a sacred profession first and last.

55. FAIZ, Javed. Ba Maqsad Ta'aleem (Purposeful Education) --- Mashriq (Lahore) April 24, 1978 (U).

In the matter of education and the standard of education equal responsibility lies on the Government, the society, the teacher, and the student. The government draws up the policy on education; the society cooperates with it in this work, but the success or failure its implementation depends on the teachers and the students. Of the last, two, the teacher occupies the key position. It is he who maintains the standard of education.

Unfortunately, teachers now-a-days take little interest in their work. Their success or failure is none of their worries. They

take classes because they are paid for it. This attitude of the teacher degrades him in the eyes of the students.

Now that the semester system is being introduced in the educational institutions, the role of a teacher has become all the more important. Under this system a close relationship is established between the student and the teacher. Majority of students have appreciated this system. They, however, complain that most of the teachers are victims of their personal likes and dislikes. Education will be purposeful only if the teachers realize their responsibility towards the students and the society.

56. OSMUND, B. The Creative Teacher --- Morning News (Karachi) May 26, 1978.

A creative teacher uses the potentiality of the students to the full. This potentiality is made use of, both in work and leisure, for the betterment of daily life. The success of the operation depends on a variety of creative work. To foster this creativity, emphasis should be laid on group dynamics and social and educational interaction of students. Although group work holds an important place in modern curriculum, yet an individual should be given enough freedom to understand his own problems and find their solution in his own way.

Independence of mind and novelty of action are the distinguishing tract of a creative mind. A creative teacher pretty often thinks in ways that are customarily taboo. Such a teacher may have the reputation of possessing wild and silly ideas and of going off the beaten tracks. A creative teacher should have the courage to face tension and to overcome problems of adjustment.

Creativity is generally ignored in our curricula today. The examination system that requires direct book answers kills initiative and creativity in a teacher.

57. SHAHAB, Rafiullah. University Results --- Pakistan Times (Rawalpindi) April 22, 1978.

Only teachers can do something to save the new generation, because it is they who are responsible for their failure. Principals, too, can do a lot in this behalf: 1) Every principal is expected to take 12 teaching periods a week. This brings him in direct contact with the students. But today, only a few principals care to take classes. Most of them consider teaching below their rank and dignity. 2) The staff responsible for the prevention of malpractices in examinations is nominated by the principals, who know who is honest and who

is not. 3) No teacher can undertake more than one examination duty but, a favoured few manage to get more than one duty. Only the principal can stop this practice. 4) Wilful absence from duty, which was once considered a crime, has become a 'blessing' these days. 5) Ordinarily, private tuition work is banned for the teachers. However, they can do it with special permission in exceptional cases. In the good old days, when anybody applied for such permission for the second time, he was immediately transferred to other place.

TEACHING METHODS AND MEDIA

58. KHAN, Saeed Ahmad and Khan, Ghulam Subhani. Teaching Elementary Concepts of Mathematics in Pakistan --- The Varsities (Karachi) Vol. III (3): 10-13. May-June, 1978.

Continued teaching in the old manner and with the old methods cannot solve the problem of a developing country like Pakistan. What is required is to change the teaching patterns. Teaching of mathematics in an experimental class was organized on the principles of general teaching, which was prepared according to the theory of "Stage-by-Stage Formation of Mental Actions". The contents of the subject taught, were analyzed, and the basic concepts which help orientate students in the subject were identified.

The concept of measurement was taken as the basic concept, because it serves as the foundation for the formation of mathematical concepts. With the help of this concept the experimenter was able to introduce the students to a completely new point of view, and on the basis of this concept all other concepts were formulated.

The details of experimentation are given under the heads:
1) experimental program; 2) direct comparison; 3) units of operation; 4) external incentives; 5) appliances; and
6) active participation.

WOMEN'S EDUCATION

59. SHAHAB, Rafiullah. Women's University --- Pakistan Times (Rawalpindi) May 30, 1978.

The demand for a women's university was first made some ten years ago. The main argument advanced in support of the demand is that

co-education is against the teachings of Islam. So far, this important issue has been treated superficially, and nobody has ever cared to assess its effects on women students, the administration and the nation as a whole. The main purpose of a separate university for women is to provide them facilities for post-graduate studies.

There are some better schemes and proposals to serve this purpose. The establishment of a new university, requires millions of rupees. Students coming from far off areas will have to incur huge expenditure. Thus, only the rich will be able to avail this opportunity of higher education. It is suggested that a post-graduate class should be opened in each of the existing women's colleges. The students will not have to leave their home towns and will be able to continue their studies under the direct supervision of their parents.

GENERAL

60. AHMAD, Sarfaraz. The Teachers Role --- Pakistan Times (Rawalpindi) May 15, 1978.

The role of teachers in a developing society such as ours cannot be overemphasized. We have failed to ignore the vital vocation of teaching right from the day of independence. The most neglected have been the overcrowded, understaffed and ill-managed primary schools where character building starts and personality traits are formed.

We treat our young almost with contempt both at home and at school. We discourage the child from putting questions about the world around him. At the secondary school attempts are made, to impart knowledge to unresponsive and uncritical minds.

The result is that most young boys and girls almost sleepwalk through school, without having been any the better for the experience. The teacher will play his role only when he is given a role to play. Today he is a drift like the rest of us in the turbulent sea of intellectual confusion.

61. AHMAD, Sayeed. Distressing Results --- Pakistan Times (Rawalpindi) April 2, 1978.

The B.A. and B.Sc. results of the University of the Punjab make distressing reading. The pass percentage is only 23. Some of the failed will drop out, but many would make another try. They

will add to the burden on teachers, on classrooms, and on finances, and will drag down the standard a little more next year.

This has to stop. No college student should get more than two chances to appear in B.A. and B.Sc. examinations. Those who cannot do it in two attempts may be permitted to appear as private candidates at higher fees. All colleges that have shown poor results should be put under notice to improve or face accountability.

Teaching is the noblest of professions. It must be manned by the noblest amongst us and not by those who stumble into our schools and colleges because they have no other place to go to. We should have a national institute of training in higher education, and admission to it must be through a really tough competitive examination. A teaching job must be well paid and hard to get. There should be no automatic promotions. Each promotion should be earned through a fresh test of an aspirant's academic credentials. Failure to pass such a test should mean retirement.

62. ALI, Anita Ghulam. Standards of Education, Responsibility and Change --- Morning News (Karachi) June 6, 1978.

The question now is where we stand 30 years after our national independence. The unfortunate answer is "that education is still at the 'cross-roads'. The reason is lack of honest planning; aping and grafting of alien systems in the name of change and modernism; contradiction in declared policies and practice; and the role of the bureaucrats. Some of the inconsistencies we have rigidly followed after the announcement of several apparently sensible education policies are cited below:

1) We follow double standards. We talk about our national language and culture, but we go out of the way to admit our children to English medium schools and colleges. 2) Lectures are delivered in English, explanations of the important parts are repeated in Urdu, the textbooks are in English, the medium of answer is English or Urdu. 3) On the one hand, we laud the objective of "equalizing access to education", and on the other hand demanding denationalization and opening of new private schools. Frequent changes in the courses of study without sufficient notices and non-availability of textbooks cause uncertainty and anxiety to the students.

63. GOHAR, Motiullah. Kiya Ham Apna Nizam-e-Ta'aleem Waza Nahin Karsaktay? (Can't We Evolve Our Own System of Education?) Imroz (Lahore) April 30, 1978 (U).

Utmost attention is paid to primary education in developing countries. In Pakistan too, the greatest number of our

population goes to primary schools. But unfortunately, least attention is paid to this section of the community. Barring a few primary schools in the city, majority of schools, both in urban and rural areas, are victims of neglect and apathy.

The condition of middle and high schools is not much different. When we look at colleges and universities, we feel frustrated because of the anomalies and contradictions that exist there. Merit is no more the criterion for admission. This is so because we follow the western system of education. Even after thirty years of national independence, we have not been able to replace the system we had inherited from our English rulers.

The medium of instruction is still the same. All competitive examinations use the medium of English. Majority of well-to-do parents prefer to send their children to English medium schools. The result is that the students who attend Urdu medium schools soon develop inferiority complex.

64. HUSAIN, Ismat. Talaba Nakaam Kiun Hotay Hain? (Why Do Students Fail?) --- Nawai Waqt (Rawalpindi) May 16, 1978 (U).

Unsuccessful students can be divided into two groups: 1) Those who have never been serious in their studies, and 2) Those who are serious but have failed in the examination. It has been observed that meritorious students fail mostly because they do not work hard. This usually happens in the college examination. We cannot, however blame the system of education.

Another surprising fact is that Urdu is the medium of instruction up to matric but when a student enters the college he is confronted with an entire lot of the textbooks in English. Thus, the students coming from Urdu medium schools find themselves up against a host of problems. The reason for the failure of science students is that they do not properly follow the lectures in English. For them there is no homogeneity between school and college education.

65. IQBAL, Qamar. Our Educational Malady --- Pakistan Times (Rawalpindi) June 2, 1978.

Pakistan can catch up with the advanced nations in science and technology only through university education. University education in our country has shown no substantial improvement in standards. In many cases, the standard has actually fallen. The complicated administrative procedures of our university selection boards are a major hurdle in the way of recruiting qualified Ph.D. teachers from foreign countries. Qualified Pakistanis abroad, willing to return home if given reasonable teaching posts in Pakistan, seldom get encouraging treatment from our universities.

Many foreign universities employ professors and teachers on contract basis, which is renewed if the quality of teaching and research work justifies it. A similar procedure can be adopted on an experimental basis in Pakistan. Moreover, a proper evaluation procedure in terms of reward and punishment should be evolved in our universities. Migration of highly qualified and experienced teachers is a serious setback to our university education. Some teachers, however, do not return home after the expiry of their leave period.

The importance of proper textbooks and research journals in a dynamic university education system cannot be ignored. For a thorough understanding of a subject a student must have at least one textbook and easy access to relevant reference books in the library. Poor purchasing power of an average Pakistani student and absence of a Federal book loan library are the main hurdles in the way of our students. There should be lending libraries one each at Islamabad and Lahore for importing all research books and journals from foreign countries. This library should extend loaning facilities to other libraries of the country on nominal payment.

66. KHILJI, Jalaluddin. Educational Imperatives --- Pakistan Times (Rawalpindi) April, 5, 1978.

The objectives spelled out by the national policy on education can be summed up as training of our children as good Muslims and good Pakistanis through a system of education suited to their genius and deriving inspiration from our history and culture. It should be dynamic and evolutionary in character and attuned to our national aspirations. Once the goals and objectives are fixed, a crash program is needed to achieve them. The task is stupendous and requires mobilizing all possible resources and services of experts to prepare short - and long-term plans to be executed on war footing.

Unfortunately, however, educational planning and programming were entrusted to bureaucrats who, with all their brilliant degrees and administrative abilities, were not educationists. Naturally, in spite of good intentions the bureaucrats subjected education to senseless experimentation. Thus, the rot that set in persisted and the deterioration that set in resulted in an enormous increase in the number of failures and a sharp fall in the quality of those who managed to pass.

67. KHURSHID, Abdus Salam. Past Me'yar-e-Ta'aleem Ka Zimmedar Kaun Hai? (Who is Responsible for Low Standard of Education?) --- Mashriq (Lahore) April 14, 1978 (U).

The 77 per cent failure of students in B.A. and B.Sc. examinations

of the Punjab University has come as a shock to the province. The reasons for this tragedy are as follows: 1) Students have taken to politics. 2) Trade unionism has taken root in educational institutions, and the students waste their valuable time in contesting elections. 3) Teachers also participate in these activities. 4) Untrained college and university teachers have contributed to the fall in the standard of education. It sounds preposterous that training is a must for school teachers, but college and university teachers are exempt from it. 5) Teachers' Association is also responsible for the low standard in education. 6) Cheap printed notes of every textbook are available in the market. The students rely on them because teachers cannot express themselves freely and lucidly in the classroom. The semester system was introduced to raise the standard of education and teaching, but it already seems to have utterly failed.

68. MIR, Nusrat Ali. Talaba Kay Masa'il (Problems of Students) --- Nawai Waqt (Rawalpindi) April 4, 1978 (U).

Our students of today are facing various problems. First is the medium of instruction. Only those students who are educated through the medium of English got opportunity in all walks of life. Even in competitive examinations, which are held every year, answers are to be written in English, and those who are good enough in this language, get through easily. But those who are educated through the medium of Urdu find it hard to compete.

Politics, which has crept into almost all educational institutions, encroaches upon the precious time of the students who want to devote themselves to their studies. Elections in college and university unions are another menace to the peace of mind and leisure of our student community.

Fresh admission during new academic session, is another headache for the student community. Recommendations, nepotism, and other mal-practices shut out the students who really deserve admission cannot have recourse to these acts. And then cheating in examination halls acts as a positive discouragement to a really meritorious student who relies on his own toil and merit.

69. NASIR, Abdur Rahman. Imtehanaat Mein Nakami Kay Zimmedar (Responsibility for Failure in Examinations) --- Nawai Waqt (Rawalpindi) April 11, 1978 (U).

As matters at present stand, both the departments of education and the teachers are held responsible for the growing number of failures in examinations. The department of education is responsible for the maintenance of the institutions, but

unfortunately these institutions continue to be as neglected as ever. Thus, the students and the teachers find themselves up against various problems multiplying with the passage of time. Negligence on the part of the department of education has greatly affected the standard of teaching.

The teachers, who are denied even the basic facilities, find it hard to take the class with devotion. On the other hand the students too do not feel like staying in the classes. Much of the responsibility for this state of affairs lies on the shoulders of the teacher. If the teacher is honest and devoted to his profession, there is no reason why a student should not attend the class and pay attention to his studies. Again, if the teacher is strict there is no reason why the student should defy the former's instructions.

70. ZAMAN, Mukhtar. Students' Role in the Pakistan Movement --- Karachi. Quaid-i-Azam Academy. 242 p. 1978.

It is common knowledge that the Muslim students' role in the Pakistan Movement was extremely important. The present study shows the origin and growth of the Muslim Students' Federation (MSF) and its role in the struggle for Pakistan.

The movement has been treated in detail under the chapter headings: 1) the background (1857-1935) - emergence of modern Muslim Student Community, Muslim Students' role in sociopolitical movement, and emerging outlines of nationhood; 2) the All India Muslim Students' Federation (1939-40); 3) the wave of general awakening; 4) MSF in the provinces; 5) the crucial year (1945-46); 6) Quaid-e-Azam and the students; and 7) a glance at the post-partition scene. In the end six appendices are given showing the student movements in the Punjab and in Madras, and the constitution of the All-India Muslim Students' Federation.

LITERATURE FOR CHILDREN (Special Section)

71. ADIB, Mirza, Bachchon Kay Musannifeen (Children's Writers) --- Kitab (Lahore) 12 (8): 61-68 May, 1978 (U).

There is a big difference between writing for children and writing for adults. One such difference is that of language. But it is not a basic difference. The basic difference lies between the psychology of children and the psychology of adults, that is, how children think, how they react, what they like, and what they desire. Unfortunately, our elders paid little attention to children's literature, and all that they wrote for

children was confined to moralization direct and austere. The first Urdu poet, in the real sense of the word, who provided interesting material for children, was Nazeer Akbarabadi. He was a teacher by profession and well versed in the psychology of children. References from his poetry are quoted. There are short life sketches of the various stalwarts in the field, together with the samples of their writings. Mention is also made of new writers.

72. ADIB, Mirza. Pakistan Mein Bachchon Ka Adab (Children's Literature in Pakistan) --- Kitab (Lahore) Vol. 12(8): 5-13. May, 1978 (U).

In order to understand the nature of children's literature in Pakistan, we should first critically examine the literary values that our children's writers inherited from the past. It is these literary values that determine the present pattern of writing for new writers. A bird's eye view of the juvenile literature of the past is given.

With the establishment of Pakistan, a need was felt to produce special children's literature relating to the movement of Pakistan. A number of books appeared on the theme of Pakistan movement. However, books on such subjects are always in demand.

As Pakistan came into being in the name of Islam, quite a large number of children's book were produced. The process is still continuing. Another branch of children's literature is books on Indo-Pak wars, and we have plenty of books on this theme. However, these are the fields which are peculiar to Pakistan and could only be written in Pakistan. The writer briefly traces the growth of each branch of such literature under a separate head. The future trend of children's literature in Pakistan is also hinted at.

73. AHMAD, Tahir. Bachchon Kay Liye Kitaben (Books for Children) --- Kitab (Lahore) 12 (9): 12-15. June, 1978 (U).

A child is usually interested in reading non-curricular material, and if this is not easily available to him, he wastes his time in harmful pursuits. It is our duty to provide wholesome reading material to children. Unfortunately, the system of book production and distribution is most unsatisfactory in our country. The result is that children seldom get good books and if they do at all, they do so at a high cost.

We should pay proper attention to the system of book distribution. A number of suggestions have been made to improve the distribution channels. The role of book clubs and rental libraries in this

connection is specially emphasized.

74. AHMAD, S. Neaz. Bachchon Ko Kiya Parhna Chahiye (What Children Should Read?) --- Kitab (Lahore) 12(8): 30-32. May, 1978 (U).

What children should read is a very important question for scholars. Children's training and healthy upbringing is an ageold problem. The educationists in the past had drawn an outline of reading material to be provided to children in their different developmental stages. In the olden age acquisition of knowledge was an oral process. Writing and books appeared very late on the stage. Today, acquisition of knowledge depends mainly on books. The question now is what the child should read from the available reading material. This guidance is the responsibility of parents and teachers.

The teaching of what to read is an important aspect of the process of imparting knowledge. Without guidance, children cannot learn what to read and how to read. The writer lays down a number of principles of reading, including: 1) determination of reading hours; 2) strict observance of time; 3) proper attentiveness during reading; 4) mental discipline; 5) fixed place for reading; 6) help in difficulty; and 7) methods of reading.

75. ALVI, Nayyar. Bachchon Ki Kitabon Ki Tazeen-e-Araish (Illustrating of Children's Books) --- Kitab (Lahore) 12(8): 85-86. May, 1978 (U).

Systematic education for children should start from the age of three. It is far more difficult to educate children than grownups. Efforts are being made to educate and train children within the shortest possible time. Children are attracted by beautiful things and coloured objects. This has prompted educationists to use coloured films, books, and toys for this purpose.

In Pakistan efforts are being made to produce multicoloured illustrated books for children, especially by the National Book Foundation. The basic requirements of illustrated coloured books are briefly pointed out. It is argued that these books will create their own market, and that the venture will not be a losing proposition. Textbook Boards are asked to subsidize textbooks for improving the standard of their production.

76. ASGHAR, Azra. Bachchon Mein Zoq-e-Mutalea Kis Tarah Barakhya Jai (How to Develop Reading Taste among Children) --- Kitab (Lahore) Vol. 12(8): 20-22. May, 1978 (U).

Proper upbringing of children is our first task, and the lap of mother is their first training ground. Family and school play an equally important part, in shaping his future life. The child emulates his parents and teachers. This instinct of the child may be taken advantage of for promoting and developing reading habits in him.

However, before we consider ways and means of promoting reading tastes, we have to see if we are producing the right type of literature for our youth. The writer critically but briefly examines the available literature. It is the duty of our writers and publishers to produce healthy reading material for our young readers.

As to the question of promoting love of reading, the first duty devolves on the parents. Story-telling by parents is a good method, especially by mother, in a simple and interesting way. The writer discusses what type of stories a mother should tell to her children.

77. ASHRAF, Agha. Bachchon Kay Liye Kiya Likhna Chaiye (What Should Be Written for Children?) --- Kitab (Lahore) 12(8): May, 1978 (U).

What children read, what should be written for children, what branch of literature they like, are questions that cannot be answered with any degree of definiteness. It is very difficult to survey all that children like and pinpoint what is useful to them and what is not.

Today, children like many subjects. But generally it is observed that they are little interested in true stories. They are greatly attracted by supernatural things, that is, things that have no relation to reality. Our films and T.V. have played a big part in creating this love for fantasy. This trend has resulted in a flood of books on subjects like Tarzan, Six Million Dollar Man, etc. So long as this craving for the fantastic subsists, it is not profitable to write and publish good literature for children.

78. BHATTI, Manzoor Husain. Kiya Bachchon Kay Liye Kitaben Baron Ko Tajweez Karni Chahiye (Should Elders Suggest Books for Youngers) --- Kitab (Lahore) 12(8): 51-53. May, 1978 (U).

Books that are prescribed for children in schools have a direct

bearing on their character. A good book is the result of the combined efforts of many people including educationists, writers, artists, psychologists, and teachers. Qualities of a good textbook are briefly described, and it is explained what special requirements should be kept in mind with reference to Pakistan ideology. Writing for children should be positive and according to an accepted plan. A good textbook not only keeps the interest of children alive, but also create in them a creative urge.

The role of teachers, which is the main factor in the process of education is briefly discussed.

79. ENAYATULLAH, Anwer. Bachchon Kay Adab Ka Almiya (Tragedy of Children's Literature) --- Kitab (Lahore) 12 (8): 87-89. May, 1978 (U).

Children need proper upbringing at the tender age. Unfortunately, in most of the cases they are not properly cared for at the right time. The result is that they grow up as **mentally** crippled beings. The responsibility for this tragic situation lies on the shoulders of our intellectuals, who make or mar the future of a nation. Among other things, good reading material plays an important role in building the character of the young generation. When a child has no access to good literature, he naturally turns to bad literature with obvious results.

An attempt is made to pinpoint different problems that writers face in the field of children's literature. It is high time serious effort were made to promote children's literature in the country.

80. KAZMI, Shabbir Ali. Bachchon Kay Liya Kiya Likhna Chahiye (What Should Be Written for Children?) --- Kitab (Lahore) 12(8): 37-39. May, 1978 (U).

What should be written for children is an important question for writers. Although a child is not a small man he has his own psychological and educational needs. To make him a civilized man, he needs training from the early childhood. This question is very important in Pakistan, which is an ideological state. Writers have a duty to provide them material in **consonance** with the national ideologies. While doing so, they should keep in view their age and their special psychological demands. Language and matter should suit the age of the children.

It is necessary for the writer to come down to the level of the child and find out what would appeal to them. Then he should present it in suitable language. A guideline is provided for writers.

81. KAZMI, Shaji. Bachchon Ki Kitabon Ki Tazeen-o-Araish (Illustrating of Children's Books) --- Kitab (Lahore) 12(9): 9-11 June, 1978 (U).

Language is the product of picture signs man used first to transmit ideas. So the child also takes interest in pictures and colours right from its infancy. The importance of pictures and colours in the life of the child can be well understood by the fact that almost all over Europe, America and Asia, the child is first taught through pictures. Even the attitude of the child is traced through his interest in particular pictures. Since pictures attract children, books with pictures will have natural attraction. Hence the importance of illustration in children's books.

Unfortunately, in our country no importance is attached to illustrations in children's books. This is why our children have little liking for books. Of late, some attention is being paid to this important aspect, and some publishers have produced children's books with very good, coloured illustrations.

82. KHAIRI, Raziqul . Bachchon Kay Liye Kaisay Likhna Chahiye (How to Write for Children?) --- Kitab (Lahore) 12(8): 33-34. May, 1978 (U).

In writing for children, use of correct language is very important. Wrong spelling, misuse of words, clumsy construction of sentences, and similar mistakes are common in children's literature. It is no use producing beautiful books with shabby language for children. A number of examples are quoted from books so written.

While writing books for children, care should be taken that the contents are readily understood by them. Simple writing is, of course, a difficult task, and even good writers find it a tricky business.

The subject of children's books should be so chosen as would inculcate in them higher values of life and draw them closer to their ideology and traditions.

83. KHALID, Alauddin. Pakistan Mein Bachchon Ka Adab (Children's Literature in Pakistan) --- Kitab (Lahore) 12(8): 23-29. May, 1978 (U).

The importance of children's literature can well be judged by the volume and quality of children's literature that is being produced in advanced countries. The problems of the third world are not different from those of advanced countries, but with a

few exceptions, very little attention is being paid to children's literature in these countries including Pakistan. A brief history of the children's literature in the Indo-Pak sub-continent is given.

It is pointed out that even after independence we have given little by way of education to our children. We prefer to go in for Western juvenile literature and have developed a sort of inferiority complex about our own literature. This is so perhaps because of the lack of adequate library facilities in schools. Publication of children's books can hardly prosper in this situation where the publishing of school textbooks has been nationalized. Problems of textbook publishing are also discussed.

84. NASRULLAH, Nusrat. Books for Children --- Morning News (Karachi) May 8, 1978.

In our environment with its low rate of literacy, many adults feel that they have done their duty to the child by simply teaching him to read and write. This is only the half truth. Interesting and worthwhile books must be made available to the child, so that he can eat of the legitimate fruits of literacy. Those who are responsible for the upbringing of the child usually parents and teachers - have a duty to discover and foster natural inclinations in children. The everinquiring mind of a child is in constant quest of information, and depending on the bent of his personality he will be naturally attracted to certain subjects. It is a fallacy to suppose that the child enjoys only the insubstantial fairy world or dramatized space stories. Children are intensely literal-minded and absorb and enjoy assimilating facts on a variety of subjects. If this is realized by his guardians, and suitable sources of information are made available to him in terms of reading matter, it will give him a broad base of general knowledge.

85. RAHMAN, Mahmudur. Urdu Mein Bachchon Kay Liye Seerat Ka Adab (Holy Biographies for Children in Urdu) --- Kitab (Lahore) Vol. 12(8): 14-17. May, 1978 (U).

Much has been written for children in Urdu on the life of the Holy Prophet. In the early children's literature, we find books written by Sufis and religious leaders. Like Urdu language and literature, also children's literature of Urdu originated in the Deccan in the shape of religious books, including biographies of the Holy Prophet. These books are, of course, in the old style and have little relation to the special demands of books for children in our own times. However, in the twentieth century new children's literature emerged together with books

for children on the life of the Holy Prophet.

Books written by new authors in the twentieth century are briefly described. It is pointed out that many reputable authors have written Holy biographies for children.

86. RAHMANI, Ishrat. Bachchon Kay Liye Kiya Aur Kaisay Likhna Chahiye (What Should Be Written for Children and How?) --- Kitab (Lahore) 12(8): 40-41 May, 1978 (U).

The question is what should be written for children and how. In simple words, children need useful and interesting reading material. Children's literature should be constructive in all respects. First the purpose of writing should be determined and then the age group of the children for which it is to be written. **present/** At/ no care is paid to the determination of gradation in writing. Another important requisite is that children's writers should know the psychology of children. This knowledge will serve them well in the production of interesting and useful literature for children.

Efforts should be made to keep children away from horror stories, detectives, and ~~fab~~itious and fanciful stories.

87. RAHMANI, Ishrat. Bachchon Kay Rasail-o-Akhbarat (Children's Magazines and Newspapers) --- Kitab (Lahore) 12(8): 54-56. May, 1978 (U).

The history of children's magazines and newspapers in the Indo-Pak sub-continent hardly goes back half a century. Before the establishment of Pakistan, most of the juvenile magazines and newspapers were published from Lahore. The foremost among Lahore papers was the weekly "Phool", the first issue of which was published on 6th October 1906. In a very short time it achieved countrywide popularity. Its editors were some of the best scholars of the day. The weekly "Phool" also served as a training institute for new writers of children's literature. A number of young contributors of "Phool" later became very good children's writers.

The writer briefly traces the history of newspapers and magazines right from the beginning to the present day. He stresses the fact that we yet need more good magazines and newspapers for children according to gradation for different age-groups. Good writers should come forward and contribute to children's magazines.

88. RAUF, Abdur. Bachchon Kay Kutubkhaney (Children's Libraries)
--- Kitab (Lahore) 12(8): 57-60 May 1978 (U).

Although we are very loud in our avowals of the importance of children, we are practically doing nothing for these children. We pay little attention to their proper upbringing. We have no special libraries for our young ones. The condition of school libraries even in many good schools is far from satisfactory. We will have to pay very heavily for this neglect of our future generation.

The writer makes the following recommendations for the promotion of reading habits among children: 1) development of general libraries for children; 2) special children's sections in general libraries; 3) special science libraries for children; 4) mobile children's libraries; 5) establishment of mosque libraries; 6) organization of Maktab libraries; 7) establishment of new libraries on festive occasions; 8) eradication of spurious literature; 9) strict vigilance on foreign libraries; and 10) special research for the development of reading habits of children.

89. SAAD, Ibrahim. Pakistan Mein Bachchon Kay Adab Kay Masail Aur National Book Council of Pakistan (Problems of Children's Literature in Pakistan and National Book Council of Pakistan) --- Kitab (Lahore) 12 (8): 69-71. May, 1978 (U).

Extra curricular activities and extra-curricular books are as important for the healthy growth of children as curricular activities and curricular books. Children's literature not only trains the mind but also makes young mind practical by stirring up interest and curiosity. Children are interested in reading and this interest can be gainfully used for developing healthy habits.

The problems we are facing in the development of children's literature are briefly mentioned. The present situation of children's literature is briefly but clearly discussed.

It is pointed out that on official level there is no single organization for the promotion of children's literature. Only the National Book Council of Pakistan, which is a book promotion organization, is doing some useful work for the promotion of children's literature. Some details of its past, present, and future activities in the field of children's literature are described.

90. SIDDIQI, Riaz. Bachchon Ki Tarbiyat Mein Sainsi, Malumati Kitabon Aur Risalon Ka Hissa (Role of Science and Knowledge Books and Magazines in the Up-bringing of Children) --- Kitab (Lahore) Vol. 12 (8): 18-19 May, 1978 (U).

Lack of confidence in ourself seems to be the trait now-a-days in the young generation of our country. The main reason is perhaps the fact that our students confine themselves strictly to the prescribed syllabus. It is also true that most of our students select subjects of study with an eye to the economic needs rather than on the basis of aptitude.

Extra-curricular studies are seldom encouraged in our children, specially for books in the field of science and general knowledge. In the present day world the need for such information is very necessary. Schools, radio, and T.V. are providing this information. But this information will remain incomplete without the study of supplementary books in the field of science and general knowledge. The writer briefly discusses the present role of this literature in Urdu.

91. ZAIDI, Asrar. Bachchay Aur Bachchon Ka Adab (Children and Children's Literature) --- Kitab (Lahore) 12(8): 44-46. May, 1978 (U).

Children are a national asset, and it is every body's responsibility to jealously guard this national asset. Proper upbringing of children includes both physical and mental development. Development of mind needs wholesome literature.

What should be written for children is a very important question for the writers of the day. However, before discussing this question, the writer briefly describes the nature and utility of children's literature available at present. Much of the present literature consists of stories and novels quite unrelated to ordinary life. This type of literature should be discouraged. There is a discussion about the type of literature needed for children.

92. ZAIDI, Nazar. Bachchon Kay Adab Mein Bachchon Ki Pasand Ka Masa'ala (Problem of Children's Liking in Children's Literature) --- Kitab (Lahore) 12(8): 47-48. May, 1978 (U).

Now-a-days, writers and producers of children's books and magazines given priority to children's preferences. This is all for good to some extent. If we totally ignore their interest, they will simply not read the stuff. On the other

hand, if we go in for only what they want and disregard the utilitarian and constructive aspects of reading, we will be doing the greatest disservice to the future of the nation.

Children's literature plays a very important role in character building. Childhood is a very impressionable age, and bad literature does definite harm to character building. Utility should at no cost be sacrificed to the children's interest. No hard and fast rule can, however, be laid down in this connection, because conditions differ from country to country. However, the literature for children should have a constructive bias at all stages.

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